DOCUMENT RESUME

ED 092 474 SO 007 681

AUTHOR Greene, Robert T.; Virag, Wayne
TITLE Integrating the Desegregated School: A Model for the In-Service Education of School Personnel.
PUB DATE [Nov 73]
NOTE 19p.; Related document SO 007 680; A paper presented to the National Council for Social Studies Annual Meeting (San Francisco, November 1973)

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS Educational Change; Educational Environment; Educational Problems; *Educational Strategies; Humanization; *Inservice Education; *Integration Methods; Integration Studies; *School Integration; Teacher Attitudes; *Teaching Models
IDENTIFIERS *Brown v Board of Education of Topeka

ABSTRACT

The first requirement for educating a child in a desegregated school is for the instructional and administrative personnel of the school to become aware of the issues and problems incident to school desegregation and to seek alternatives which might be employed to reduce tensions and insecurity among children. Consequently, an inservice program for instructional and administrative personnel must be undertaken to provide additional skills and competencies which will adequately prepare school personnel for the task of educating children in a multi-ethnic classroom. A model could serve as a systematic guideline for the development of inservice programs and would include as component parts the power structure, division steering committee, individual school project team, human relations task force, curriculum and instructional task force, evaluation task force and dissemination task force. (Author/DE)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

INTEGRATING THE DESEGRECATED SCHOOL:

~~A MODEL FOR THE IN-SERVICE~~

EDUCATION OF SCHOOL PERSONNEL

By

Dr. Robert T. Greene, Special Assistant
Technical Assistance Program
Office For School Integration Services
State Department of Education
Richmond, Virginia 23216

And

Dr. Wayne Virag
Director, Social Studies Education
Virginia State College
Petersburg, Virginia 23803

SP 007 681

BIOGRAPHICAL DATA

Dr. Robert T. Greene, Special Assistant Technical Assistance Program, State Department of Education, Richmond, Virginia has had broad experiences in working with the State Department, school division, local school and college personnel as well as student and community groups; in all matters affecting the integration process of our public schools.

Dr. Wayne F. Virag, Director, Social Studies Education Program, Virginia State College, Petersburg, Virginia, has had broad experiences in conducting desegregation workshops attended by central office and school administrative personnel, classroom instructors, and students within the Commonwealth. Moreover, he has been instrumental in developing teaching strategies and materials for ethnic studies within the field of social studies education.

INTRODUCTION

On May 17, 1954, the United States Supreme Court in the case of Brown verses Board of Education, Topeka, Kansas, ruled that "segregation of children in public schools solely on the basis of race ...deprive the children...of equal educational opportunities." The court went further by asserting that"separate educational facilities are inherently unequal."

The period since 1954 in the South was characterized by two distinct phases: (1) passive and vocal opposition; and (2) moderate efforts to desegregate the school. The first phase was characterized by protests, legal battles, violent confrontations, and confusion. The latter phase, which we are presently in, may be characterized by a lack of understanding, mistrust, cultural differences, and semantic difficulties.

The problem of school desegregation is no longer a legal question, it is a fact and a way of life. There is no turning back. In fact, the challenge facing education today is to prepare all children for a society composed of members from various racial, ethnic, and religious groups.

Their challenge is no easy task. For teachers, as well as the children and the parents, have largely grown up in a segregated environment. Consequently, the educational climate of the classroom is characterized by anxiety and insecurity. In such an atmosphere the task of educating the child is monumental.

The first requirement for educating a child in a desegregated school is for the instructional and administrative personnel of the school to become aware of the issues and problems incident to

school desegregation and to seek alternatives which might be employed to reduce tensions and insecurity among children. In order to do this, school personnel systematically must identify, investigate, and analyze all issues which tend to increase tensions among children and thus reduce the capability for learning.

The following "model" is provided to serve as a systematic procedure which may be employed by school systems in analyzing the issues and devising an educational program for all children. The question then becomes: How do we educate all children in a multi-ethnic learning atmosphere?

The question is not an easy one to be answered and can only come about through a pain staking evaluative process. The answer however, will be an educational system which fully meets the needs of all children in society.

Rationale

Although many school systems have recently been required by the Civil Rights Division of the Department of Health, Education, and Welfare, Federal Courts, and local courts to take further steps in dismantling all aspects of "dual" school operation, desegregation is still not an accomplished fact in the south.

The schools of today largely due to the patterns of segregation, have not provided school personnel with the needed skills and competencies to meet the challenges of educating all children in one society. Consequently, an in-service program for instructional and administrative personnel must be undertaken to provide additional skills and competencies which will adequately prepare school personnel for the task of educating children in a multi-ethnic classroom.

In designing an effective in-service program for school personnel, one must consider the difficulties encountered by instructional and administrative personnel in meeting the challenge of educating all children for society. Several difficulties constantly reappear in the literature and should be noted:

1. The lack of contact between the various racial and ethnic groups represented in the school.
2. The lack of understanding and respect between the various racial and ethnic groups represented in the school.
3. The lack of materials that reflect the true nature of our society.
4. The inability of school people to work effectively with students of varying abilities, needs, and interests.
5. The inability of school people to be warm and accepting of children of different races from their own.
6. The unfamiliarity of teachers with the varying backgrounds and life styles of the children they teach.
7. The failure of teachers to utilize the findings of current research relative to the necessary ingredients for effective learning on the part of learners. (i.e. methods, techniques, practices).
8. The inability of teachers to diagnose the strengths and weaknesses of learners; and to plan appropriate experiences to remediate deficiencies and reinforce assets of learners.
9. Teacher preparation programs in institutions of higher learning have generally avoided an emphasis upon teaching in desegregated situations.
10. Inequities in hiring, assignment, promotion, and eval-

cation of minority personnel have resulted in a significant decrease in many school divisions in minority professionals in leadership roles and in academic subject areas.

11. There is a noticeable trend in desegregated schools towards racial and social class isolation in curricular and co-curricular activities.
12. School-Community relations is at a record low in desegregated school systems.

The above difficulties, in the past, have largely increased rather than reduced the anxiety levels between children and school personnel. The question then arises: How might an in-service program be constructed to eliminate or at least reduce the above difficulties and thereby increase the liklihood of educating children in a multi-ethnic classroom?

Definition Of Key Terms

The effective use of this model will depend largely upon the interpretation by the reader of the intent of the authors and of the contents presented herein. In order to facilitate the reader in acquiring a correct interpretation, several key terms used throughout the model are described below:

1. Desegregation is the process through which students and school personnel are shifted from one school setting to another. More specifically, school desegregation entails transfering black students and black personnel to previous all white schools and vice-a-versa.
2. Integration is the affective process by which students and

school personnel from varying backgrounds and ethnic groups come together in an instructional setting which allows all students to progress to their fullest extent. More specifically, it implies that no student would be prevented from participation in all phases of the schools program and activities because of ethnic or cultural background.

3. In-service Education is the systematic process through which school personnel are given the opportunity to identify, investigate, analyze, and solve professional as well as instructional problems relative to the integration of the school setting. More specifically, the process would entail behavior modification, attitudinal adjustment, and instructional strategies for multi-ethnic settings.

4. School personnel refers to all individuals who interact in some form or manner with the total educational process. More specifically, these individuals would include school board members, superintendents, central office administrators, principals, teachers, para-professionals, supportive staff (i.e. secretaries, dieticians, custodians, bus drivers), and lay persons.

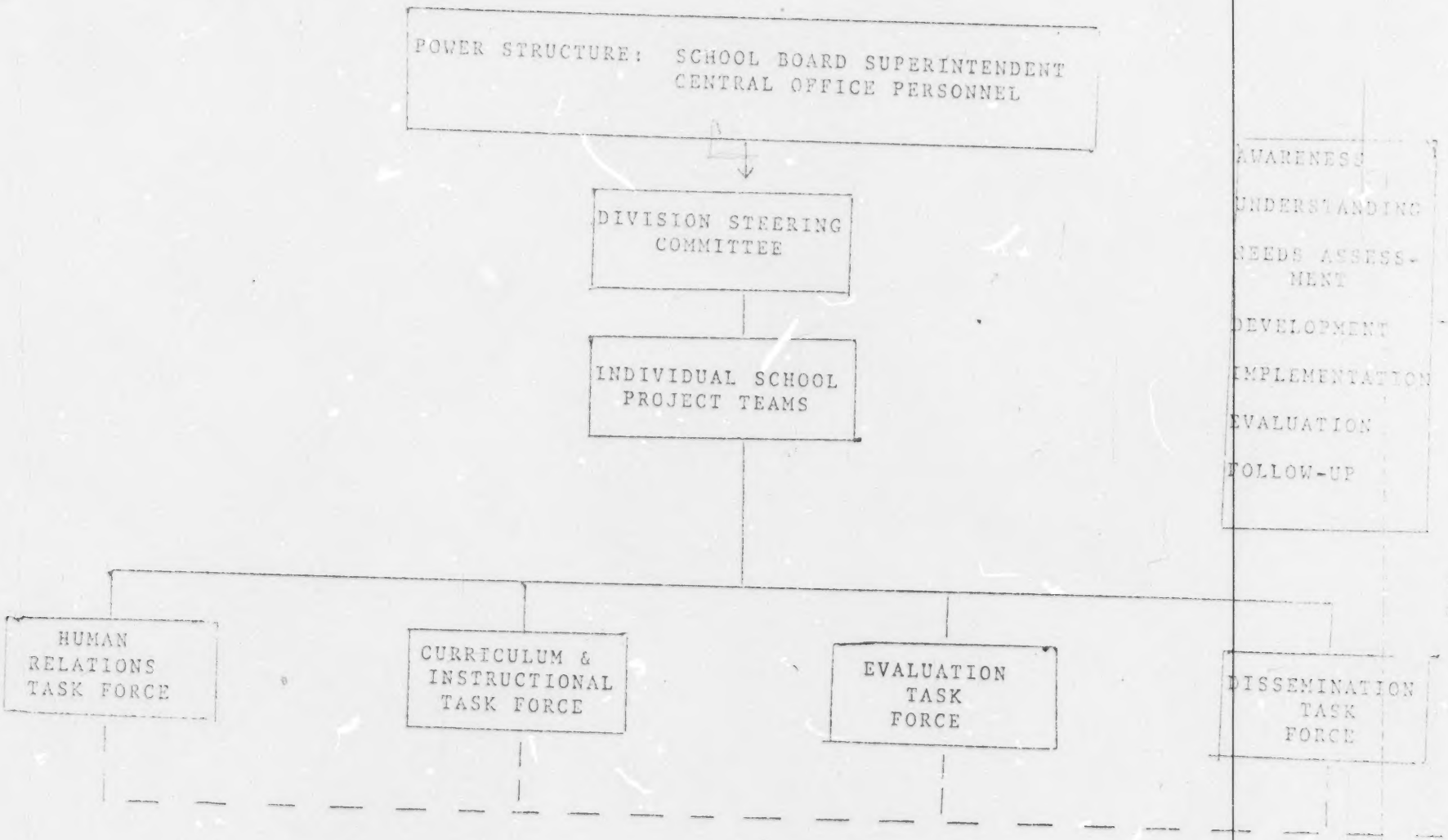
5. Model refers to the systematic means by which an in-service program may be developed to prepare school personnel for an integrated school setting. More specifically, it consists of a series of sequencial but related components through which school personnel will receive their in-service training.

In-service Objectives

The need for professional involvement in in-service education programs in the past, has been accentuated by the movement from segregated to desegregated school systems. This movement and the next step, that of achieving integration within a desegregated school or school system, require an indepth investigation, and analysis of identified education problems. The investigation and analysis of problems, then, should naturally be accompanied with program planning, development and implementation of procedures, methods and techniques to resolve conflicts, and solve problems. The following in-service objectives should serve as guides for the implementation of programs and activities: (1) To analyze self and avoid prejudicial attitudes and behaviors which affect the learning process negatively; (2) to develop positive attitudes toward persons of another race; (3) to identify, investigate, and analyze common problems encountered by school personnel in integrating a desegregated school; (4) to provide information that will help school personnel to cope more effectively with problems incident to school desegregation; (5) to provide technical assistance to school personnel in the development of instructional strategies and curriculum materials for children in multi-ethnic classrooms; (6) to provide technical assistance to school personnel in the development of social science concepts and generalizations which will facilitate a more systematic appraisal of societal problems related to integrating the desegregated school; and (7) to develop leadership capabilities to deal with problems incident to school desegregation.

INTEGRATING THE DESEGREGATED SCHOOL: A SYSTEM OF IN-SERVICE EDUCATION

FOR SCHOOL PERSONNEL



THE MODEL

In meeting the broad objectives as set forth above, the following "model" could well serve as a systematic guideline for school systems who attempt, through in-service programs, to increase the skills and competencies of school personnel for educating children in a multi-ethnic learning atmosphere. The "model" delineates the systematic steps necessary to establish a meaningful in-service program and provides illustrative examples on how component elements should be treated.

Description of Component Parts

Power Structure.

Power structure as used in the above model, is limited to those individuals who have "direct responsibilities" for operating the public schools in a system. Within the power structure and at the apex is the school board, that body which has legal power to establish and regulate policies within individual school systems. Immediately, subordinate to the school board, and as educational leader, is the superintendent. Under the superintendent are central office administrators (i.e. assistant superintendents, supervisors, etc.) and school principals, whose function is to implement the policies of the school board and recommendations of the superintendent.

The power structure should provide positive leadership in identifying, investigating, analyzing, and solving problems related to integrating the desegregated school. The following illustrative functions are provided to serve as a basis for demonstrating positive leadership traits at all levels of the power structure.

(1) Members of the power structure should make known their commitment toward the achievement and maintenance of a quality integrated school system via written and oral media. Moreover, demonstrated actions and behaviors by members of the power structure with respect to the above commitment are essential to achieve a quality integrated education.

(2) Members of the power structure should establish the means for obtaining material or human resources which can be utilized to facilitate the planning and implementation of in-service programs which prepare school personnel for achieving a quality integrated educational program.

(3) Members of the power structure should provide personnel with opportunities to plan, develop, and implement programs which are designed to facilitate the resolvement of conflicts brought forth via the contact of members from different ethnic groups.

(4) Members of the power structure should provide school personnel with assistance in evaluating overall programs and disseminating information via news releases and special reports to the community.

(5) Members of the power structure should provide for a full time coordinator, whose primary responsiblity will be to assist school personnel in the development of individual as well as system wide in-service programs.

Division Steering Committee.

The Division Steering Committee should be composed of representatives from each of the public schools within divisions as well as representatives from the central office, school board, and

community. It should serve as the overall coordinating body within the division and will evaluate the progress of individual schools to delineate and resolve problems related to the integration of the desegregated schools. Moreover, it should disseminate periodic progress reports to each of the schools within the division so that all might benefit from each others actions. The following are illustrative responsibilities of the division steering committee:

1. Develop an overall operational plan for individual schools to identify existing problems and investigate alternative means to resolving problems in a systematic manner.

2. Select project teams within each school to provide for planning developing and implementing programs which will eliminate those factors presently negating the integration process.

3. Coordinate project teams within individual schools on the progress they are making with respect to their particular programs designed to improve learning for all students.

4. Prepare and disseminate periodic news releases, and project reports to the community and individual schools.

5. Provide assistance in getting recommendations made by individual school steering committees implemented (i.e., instructional material, consultants, financial aid, etc.)

6. Conducting in-service activities for the purpose of keeping school personnel abreast of newer ideas, concepts, strategies, and materials designed to improve learning for all students.

7. Meets monthly to review status of the divisions in-service activities.

8. Provide opportunities to study and analyze various human relations techniques, curriculum and instructional designs, and appropriate staff development activities to compliment recommendations made by the Human Relations and Curriculum Instruction Task Force.

9. Design in-service training programs, including suggestions for consultants.

10. Correlate in-service training with central office personnel including the Director of Federal Programs, and the School Steering Committee.

Individual School Project Team.

Initially, the project team should be composed of division steering committee representatives, teachers, counselors, media specialists, and administrators. Care should be taken to insure that the composition of the committee represents the various diversities existing in the faculty, that is: Tenure - non-tenure, department head - non-department head, instructional - administrative duties, instructional area, subject matter speciality, educational phylosophy, age, sex, and racial composition. At a later date, students, parents, and community leaders should be added to the committee. An effort should be made with respect to parent composition to insure representation from various professional-non professional employment occupations. Student composition should reflect varied ability as well as achievement, social, and ethnic group prevelent within the total school setting.

The value of a steering committee reflecting a diversity of viewpoints is apparent for three basic reasons: (1) it allows for problems to be discussed openly and alternatives arrived at which reflect thinking from various points of view; (2) it allows for a professional atmosphere which facilitates identification, investigation, and analysis of pressing problems, and educational concerns; (3) it avoids the traditional hierarchy of change and instead substitutes a broad base approach to charge.

It should be particularly noted that for change to be effective it must reflect the thinking of the total faculty. Therefore avoid appointing strictly department chairmen, and A and B students, and all professional lay citizens to the School Steering Committee.

Natural appoint department heads and non-department heads; A, B, C, D, and F students; professional and non-professional lay citizens. In the final analysis a broad composition of the steering committee will insure an atmosphere for a most productive dialogue on how to handle individual problems and educational concerns within the school. The following are illustrative responsibilities of the project teams:

1. Develop an operational plan which will allow personnel within the school to identify existing problems and investigate alternative means to resolving problems in a systematic manner.

2. Coordinate with the division steering committee on the progress made within the school.

3. Select the most appropriate project team member to represent the school at educational or public meetings.

4. Coordinate with project teams in other schools as to methods employed to resolve existing problems within their respective schools.

5. Critique, coordinate and present to the school faculty all information from the division steering committee and periodic reports submitted by individual school project teams.

6. Coordinate with the Instructional Areas within the school to insure their representation on Task Forces.

7. Delineate the overall functions and responsibilities of task forces (i.e., Needs Assessment, Human Relations, Curriculum and Instruction, Inservice, Evaluation, and Dissemination).

8. Delineate the rationale - nature and scope of the total empirical evaluation of the individual school system.

9. Recommend modifications in the individual school system's operational plan after careful analysis and study.

10. Meet weekly to plan, develop, initiate, and evaluate programs designed to improve learning for all students.

Task Forces.

The five task forces each have designated responsibilities for the total evaluative process and thus serve as the heart of the proposed organizational model. In general, the task forces are charged with the responsibility of identifying and investigating various aspects of the total school program as well as recommending needed modifications.

The composition of the Task Forces will include the following:

A task force for each subsystem.

A task force should include one or more members (5) from each instructional area. These appointments would be made from each instructional area (consider: age, tenure, non-tenure, sex, racial balance, etc.).

Each task force would have a minimum of four (4) students (minimum of one per grade, cross-section of students in terms of age, sex, racial balance, ability, etc.).

Each task force would have a minimum of one (1) parent.

Names of task force members should be presented to the individual school project team.

Illustrative responsibilities of each task force would be:

1. Collect, organize, analyze, and report on critical student, staff, and community information. (Consider such factors as: Reading ability of student body, drop-out rate, short and long range objectives of students--college bound, skilled or technical work, etc.).

2. Survey existing problems or sources of discontent within the school.

3. Examine their area of responsibility with respect to the effectiveness of the total school program.

4. Make appropriate suggestions and report to the individual school project team with respect to identified problems, concerns, or weaknesses of the total school program.

Human Relations Task Force

The Human Relations Task Force is responsible for identifying and investigating sources of concern which tend to negate the integration process of a desegregated school. After a careful analysis specific recommendations should be made with respect to alleviating identified concerns. The following are illustrative responsibilities of the Human Relations Task Force:

1. Identify, investigate, and recommend alternative courses of action which might be adopted to alleviate problems incident to school desegregation. Such courses of action should take into account socio-cultural-communication problems.

2. Establish a Student Human Relations Committee to assist in resolving prevalent racial, as well as related concerns prior to their becoming problems. The student Human Relations Committee should be composed of representatives who reflect various ability and achievement levels and socio-ethnic groups.

3. Assist in the development and dissemination of Human Relations guide to be used in the instructional program.

Curriculum And Instructional Task Force

The Curriculum and Instructional Task Force needs to evaluate the total school program in terms of articulation, flow, relevancy, effectiveness, and purpose. An effort should be made to determine if in fact the present school curriculum is preparing students for life in the 21st Century. Furthermore, are the instructional practices and strategies presently being employed the most effective means of communicating messages and stimulating the learning process for the students within the school. The following are illustrative responsibilities of the curriculum and instructional task force:

1. Define subcommittees for this task force where appropriate

(i.e., instructional strategies, instructional materials, instructional techniques, curriculum packets, etc.)

2. Review the findings of previous accreditation and needs assessment reports. Analyze these findings with respect to your individual school program.

3. Survey the existing curriculum and instructional program in terms of whether or not it is meeting the needs of the total student body.

4. Gather and study information related to newer curriculum and instructional designs.

5. Develop curriculum guides and materials for teaching students of differing socio-ethnic backgrounds in the classroom.

6. Develop instructional strategies for meeting the needs of all students.

7. Develop and implement procedures which will allow for continuous pupil program evaluation.

8. Delineate staff roles required to implement a functional program which reflects your findings.

9. Write job descriptions for each role.

10. Present recommendations to Project Team Committee for implementation.

11. Delineate behavioral objectives which one measurable and which relate to sound learning principles established at lower educational levels.

Evaluation Task Force

The Evaluation Task Force is charged with the responsibility of assessing to what extent modifications recommended by the School Steering Committee are implemented by the administration which affect the learning outcomes of students within the school. The evaluative process should be on going and carefully documented. The following are illustrative responsibilities of evaluation task force:

1. Will evaluate the impact of the present curriculum-

instructional plan as well as alternative proposals adopted by the Curriculum-Instructional Task Force.

2. Will plan and implement a School Evaluation Design including time-motion and cost-effectiveness studies.

3. Will identify costs of present system.

4. Will work directly with county resource personnel (i.e., counseling supervisor, reading supervisor, etc.); state evaluative experts; and outside consultants.

Dissemination Task Force

The Dissemination Task Force is charged with the responsibility of promoting a public relations program which stresses the positive attributes of the total school program in meeting the needs of the student body and community. Moreover, informing the public of the evaluative process underway and periodic progress reports. The following are illustrative responsibilities of the dissemination task force:

1. Select and appoint community resource members. Membership should reflect lay citizens from every possible type of occupation as well as bi-racial and multi-ethnic in nature. Members can be selected from such sources as the: P.T.A., media, legislative bodies, colleges, professional societies, labor groups, etc...

2. Write and distribute monthly reports to the Superintendent of Public Instruction for Richmond, the local school board, the instructional staff, and the community through the news media.

3. Plan, write, and distribute school-parent newsletters.

4. Provide information and resource personnel from the school to local community organizations concerned with developments within the school.

5. Keep in contact with the dissemination task forces within other schools.

6. Distribute the year-end evaluation report prepared by the Evaluation Task Force to the Superintendent of Public Instruction for Richmond, the local school board, the instructional staff, and the community through the news media.

SUMMARY

The effectiveness of local and/or regional inservice programs in today's educational and social climate depends very highly upon the extent to which individuals at all levels of educational decision-making are involved in the planning, development, implementation and evaluation of professional improvement programs. Representation at the various levels should include school board members, administrative and central office personnel, building principals, resource personnel, teachers, paraprofessionals, students, parents and other community leaders.

Only after administrators at all levels of decision-making have publically and through other means set the stage for the implementation of desegregation-integration inservice programs will the achievement of quality-integrated education for all children be maximized. Once the stage has been set then it is essential that administrators constantly reinforce and support via human and material resources all individuals in their efferts to achieve an educational climate conducive to multi-ethnic education.